ENTRE NÓS ENTRE NOSOTROS

AMONG US

Newsletter of the Committee on International Relations

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
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WOMAN'S COLLEGE
UNIVERSITY OF NORTH CAROLINA

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NEA COMMITTEE ON INTERNATIONAL RELATIONS....

In the December issue of AMONG US was listed the members of the Core Committee appointed to that date. Since then Grayson N. Kefauver has accepted appointment on the Committee. Dr. Kefauver is now serving in the Division of Science, Education and Art of the U. S. Department of State.

The Core Committee for 1943-44 includes: Ben M. Cherrington, *chairman*, Mrs. Rachel E. Anderson, Kenneth Holland, Grayson N. Kefauver, Mrs. Viola Kelley, and Annie C. Woodward.

PAN AMERICAN DAY

Thirty-five patriotic women's organizations, meeting in Washington on January 16, 1944, passed the following resolution:

"WHEREAS, The observance of Pan American Day contributes greatly to better understanding and good will between our nation and our neighbors to the south, which is of vital importance to our nation in the days of conflict, and will be of the utmost value in the future days of peace; therefore be it

"RESOLVED, That the members of the organizations participating in the 18th Women's Patriotic Conference on National Defense, on returning to their state and local organizations shall urge the observance of Pan American Day in their own communities, as a means of furthering good will and understanding among the twenty-one American Republics."

PAN AMERICAN CLUBS

Interesting accounts of the many different activities of 1134 Pan American Clubs representing all the states of the union have been received by the Division of Inter-American Educational Relations, U. S. Office of Education, as well as from 186 clubs in other American republics.

Some of these are language clubs and others are social studies, music, art, or literature clubs, but whatever the name it is evident that they are first of all "Pan American." They have been in existence for thirty years or more, encouraged in their activities by teachers who were more and more convinced of the need for offering a greater opportunity for practicing foreign languages and learning about the ways of other countries, and correcting thereby many widespread misconceptions. President Roosevelt's announcement of the Good Neighbor policy in 1933 and greater travel to Latin American countries since World War I have given a great stimulus to the establishment of clubs where they had not existed before.

Some of the programs reported upon have been quite ambitious, even including conventions of clubs within a region with addresses by authorities on Latin American affairs, panel discussions, business meetings, and social activities. Anything involving travel is now necessarily curtailed, but there remain many interesting projects which a club may undertake within its own school or city. Contributions to civic meetings and radio broadcasts will bring the school before the public in a welcome manner, and assembly programs for the school will

(Continued on page 2)

help give to others something of the members' interest in Latin America. Some clubs collect stamps, write to young people in other countries, and exchange scrapbooks, pictures, and souvenirs with them. Occasionally they may be in a position to offer courtesies to visiting teachers from Latin America, who are in this country as guests of our government.

Scripts that students write themselves for dramatic programs are often the most valuable, but if it seems too great an undertaking or time is short, it is possible to borrow them, and the Division of Inter-American Educational Relations, U. S. Office of Education, is ready with suggestions and materials for Pan American club activities.

AMERICAN LEGION FETES SOUTH AMERICAN AMBASSADORS

On November 26, 1943, the American Legion was host to the South American ambassadors at a dinner at the Mayflower Hotel in Washington, D. C. National Commander Warren H. Atherton made an address in which he praised "the value of fraternity among nations."

Commander Atherton went on to say:

> "We are bound together by ties of friendship and mutual interest. Steamers and planes ply between our cities. Soon a highway will link us one to the other. We should add to these ties mutual understanding by breaking down language barriers. We hope you will teach English in your schools. We will concentrate on the study of Spanish and Portuguese. Let us exchange thousands of students in our schools and colleges.
>
> "Let us continue to work and think together until the 'Pan' drops from Pan Americanism and Americanism describes a better way of life from the Arctic to the Antarctic."

UNIFORM MAPPING STANDARDS FOR THE AMERICAS

Pan American clipper pilots have had to fly over many of the American republics without authoritative aeronautical charts. They have encountered rivers that by the maps would be running uphill instead of down and cities on the opposite bank from the one indicated. Most dangerous, however, are the uncharted mountains that confront startled aviators and bode disaster.

Last fall an inter-American consultation of cartographers was held in New York and Washington at the suggestion of the Commission on Cartography of the Pan American Institute of Geography and History with headquarters in Mexico City. Sponsored by the American Geographic Society, the meetings aimed at a program coordinating map making thruout the Americas and setting up uniform, accurate standards, methods, and symbols for charting the Western Hemisphere.

The Commission on Cartography provides for a regular exchange of information on current and proposed mapping activities. To foster map making as a science, it has arranged for advanced training in technical schools and universities and for the exchange of teachers and experts from one American country to another.

One of the Commission's first tasks was to determine the present status of mapping and existing resources for mapping each American country. Some startling facts were unearthed in this survey. Only 35 percent of the United States was found to be accurately mapped; only 5 percent of Central America and 30 percent of South America were charted with reasonable exactness. Huge mountains were found to be as much as a mile out of their true positions.

The new, uniform, accurate maps will soon be playing a vital role in serving American aviation, mining, agriculture, and defense in war and afterwards in the peace to come.

NEW SPANISH-ENGLISH MILITARY MANUAL

American servicemen stationed thruout the Western Hemisphere in the coordinated defense effort of the American republics have been armed with the new *Spanish-English Military Language Manual* of Hymen Alpern and Jose Martel. Dr. Alpern, principal of the Evander Childs High School in New York, teaches Spanish at New York University and has written a number of authoritative Spanish textbooks. Dr. Martel was an instructor in the Spanish army and taught at the United States Naval Academy before his present position as professor of Spanish at the College of the City of New York.

The product of their collaboration is a readable, comprehensive reference work and conversation manual covering most subjects that are likely to interest the American soldier, sailor, marine, or flier in his professional and social life south of the border. The authors' arrangement of the thousands of items makes the Spanish and English vocabularies, texts, and charts equally valuable to Spanish-speaking fighters in their cooperative efforts and is a real contribution to "a better understanding and cooperation in war and peace among the good neighbors of the Western Hemisphere."

The 138-page, pocket-size manual contains a short guide to Spanish pronunciation and verb forms with brief notes on all the American republics and Puerto Rico; the organization, personnel, equipment, and activities of land, sea, and air forces; and finally the means of meeting every emergency from Spanish and English geometrical and arithmetical terms, and conversion tables, thru sports and games including an extensive vocabulary on contract bridge, to numerous terms needed to gain personal services.

With this manual the serviceman should have little difficulty making his wants known.

THE INTER-AMERICAN TESTS

We have received the following information from Professor Herschel T. Manuel of the University of Texas regarding the work which has been done in constructing parallel tests in English and Spanish.

The Inter-American Tests are designed to provide comparable measures of general mental ability and of language proficiency in Spanish and English editions parallel in content and difficulty. By their use it is hoped that abilities of Spanish-speaking children in one country may be compared directly with the abilities of English-speaking children in another country. It is recognized that this goal can be reached only approximately, but it is believed that a useful first approximation has been achieved in the inter-American series.

The Inter-American Tests grew out of a study of the teaching of English in Puerto Rico, a study sponsored by the Committee on Modern Languages of the American Council on Education under the chairmanship of Professor Robert Herndon Fife of Columbia University. The test-construction project has had the active support of the University of Texas, the University of Puerto Rico, the department of education of Puerto Rico, the secretariat of education of the republic of Mexico, the Carnegie Corporation, and the Coordinator of Inter-American Affairs of the United States government. The tests were formulated by a joint English-speaking and Spanish-speaking staff under the supervision of Professor Herschel T. Manuel of the University of Texas.

The staff is now engaged in a study of the results of administering the Spanish edition to monolingual children in Mexico, the English edition to monolingual children in Texas, and both Spanish and English editions to children in Puerto Rico, whose vernacular is Spanish and who learn English as a second language. From these administrations information is being assembled for evaluation of the tests and for a better understanding of the language abilities of children. It is hoped that the tests can be released for general use by the close of the year.

The Inter-American Tests include tests of (a) general ability, primary, intermediate, and advanced; (b) reading (vocabulary and comprehension), primary, intermediate, and advanced; (c) language usage (active vocabulary and expression); (d) vocabulary and interpretation in the natural sciences; and (e) vocabulary and interpretation in the social studies. The three last named are designed for pupils in the upper school grades. The tests of general ability are of the nonverbal type, except for oral vocabulary in the primary edition. All have two forms, A and B, in both English and Spanish and all are prepared for scoring by the international electrical test scoring machine. The English and Spanish editions contain the same exercises presented in English and Spanish, respectively.

If the sponsors of the Inter-American Tests have been even moderately successful in attaining the ideal of parallelism in tests designed for children of different languages and cultures, a significant advance has been made in international understanding as well as in the science of education, for they offer the means by which the educational experience and research of one country may be more readily understood and appropriated by another.

MUSICIAN GOOD NEIGHBOR LIEUT. JORGE BOLET

Lieut. Jorge Bolet, internationally known concert pianist and assistant military attache of the Cuban Embassy, has proved himself a real good neighbor and even a friend in need.

Early in December 1943 he made his most informal appearance as a concert pianist in all his distinguished career. An audience of about 3000 music lovers had gathered at Constitution Hall in Washington to hear a program of semiclassical music by Sigmund Romberg and his orchestra. The train bringing the musicians to Washington was delayed, and the manager, full of apology, appeared on the stage with a request for local talent from the audience to fill in with an impromptu concert. The disappointed yet hopeful faces around Lieut. Bolet were too much for him. To give an extemporaneous public recital without rehearsal or careful consideration was a new experience, but in a few moments this Cuban musician was doing just that.

His only stipulation, that of anonymity, could not be respected. His masterful rendition of Chopin and native composers would not permit newspapermen to accept him simply as a "Cuban army officer." Before a day had passed he was being bombarded with requests for repeat performances. He restricts his appearances to those for servicemen, however; his first duty is the all-important job of keeping Cuban-United States military cooperation at maximum effectiveness.

One of his most recent recitals was at Carnegie Hall on February 7 for the Army Relief Fund. The other American republics were able to attend by means of an inter-American short-wave network and heard a program of Bach, Mozart, Schubert, Liszt, Khalchatourian, and Shostakovitch.

PAN AMERICAN HIGHWAY SYSTEM COMPLETES NEW LINK

The new 480-foot highway bridge over the Gaoscoran River which separates Honduras and El Salvador was formally dedicated on December 15, 1943. The steel and concrete structure was built by a United States firm as a cooperative venture of El Salvador and the United States Public Roads Administration.

Eventually a continental road system will link Alaska with the Americas' southernmost capitals.

CONTEST FOR STUDENTS OF SPANISH AND LATIN AMERICA

The Campana de la Libertad of Montevideo, Uruguay, under the sponsorship in the United States of the Pan American League, is offering a prize of $100 in a contest open to college students of Spanish and Latin American history.

The Campana de la Libertad was created by a group of Uruguayan citizens as a reaction to the Japanese attack against the United States, December 7, 1941, and is based upon the following principles: (a) solidarity with the United States in the present struggle, (b) fraternity among the peoples of the Americas, and (c) defense of democratic ideals.

The organization already has 10,000 members who have signed a document declaring their faith in democratic ideals and their support of the cause of the United States. The dues minus costs are divided between the Uruguayan Red Cross, 10 percent, and American Red Cross, 90 percent.

The following rules govern the contest:

1. *Subject* - The subject of the essay contest shall be José Gervasio Artigas, the father of Uruguayan independence.

2. *Title* - The title of the essay shall be "Actualidad de las ideas de Artigas" ("Timeliness of the Philosophy of Artigas").

3. *Entrants* - The contest is open to college students of Spanish and of Latin American history.

4. *Requirements* - The essay must be written in Spanish by United States students who are studying Spanish as a foreign language. The essay should not exceed 1000 words in length and must be in by April 30, 1944.

5. *Prize* - The prize offered is $100 and a diploma.

6. *Judges* - The jury will be composed of one delegate from the University, the cultural relations officers of the United States Embassy in Montevideo, and one delegate from the Campana de la Libertad.

All essays must be sent to the Pan American League International Headquarters, 845 Ingraham Building, Miami 32, Florida, for forwarding to Montevideo.

To facilitate the study of those taking part in the contest, the Campana de la Libertad suggests the following books:

1. Acevedo, Eduardo. *José Artigas: Alegato Histórico.*

2. Acevedo, Eduardo. *Anales Históricos del Uruguay.*

3. Blanco Acevedo, Pablo. *El Federalismo de Artigas y la Independencia Nacional.*

4. María, Isidoro de. *Rasgos Biográficos de Hombres Notables del Uruguay.*

5. Silva Vila, Juan. *Ideario de Artigas.*

6. Zorrilla de San Martín, Juan. *La Epopeya de Artigas.*

7. Manning, W. R. *Diplomatic Correspondence of the United States Concerning the Independence of the Latin-American Nations.*

8. Sosa, Jesualdo. *Artigas.*

PAN AMERICAN EMPHASIS WEEK

An example of correlation with capital C is to be found in the program of November 29 to December 4 at Stephens College. Sponsored by four student organizations and a faculty committee, virtually every division of the college had some part in emphasizing Pan-American interest.

Besides the visiting artist and speaker, the college had as its guests that week several Latin American students now enrolled at the University of Illinois and Señorita María Hidalgo of Costa Rica, who is attending the Northeast Missouri State Teachers College in Kirksville.

The first program was a concert of Latin American music given by the Chilean pianist and composer, Rene Amengual. At the end of the intermission, members of the Stephens College Spanish Club presented the flags of the twenty-one American republics. A program of Latin American music by the Stephens College Symphonic Band preceded an address the following day by Lewis Hanke, director of the Hispanic Foundation, Library of Congress. His subject was "The Honeymoon Period in Our Relations with Latin America." After the lecture there was a conference period with Dr. Hanke. On two afternoons there were showings by the Visual Aids Department of a motion picture in kodachrome, *Our Neighbors Down the Road.* The Dramatic Arts Department presented *Cradle Song*, an English translation of Martinez Sierra's *Canción de Cuna.*

A number of exhibits were arranged, including one of the collection of Chilean books presented to the Stephens College Library by the University of Chile, English translations of Latin American literature, and books in English about Latin America. Handcrafts and examples of Latin American art were shown, and a large map of Latin America occupied a prominent position and served to advertise the programs. Several bulletin boards had exhibits also, each contributed by a different department.

Thruout the week there were radio programs both over the local commercial station and the college station.

INTERNATIONAL RELATIONS CLUBS

The NEA Committee on International Relations has heard from a number of high-school and college clubs interested in learning more about other countries and their problems. If your school club does not appear in this list, the invitation is still open to send information direct to Annie C. Woodward, 78 Highland Avenue, Somerville, Massachusetts, or to the NEA Research Division, 1201 Sixteenth Street, N. W., Washington 6, D. C.

Junior College, Pasadena, California; Americanos Todos; studies the different South and Central American countries.

New Haven State Teachers College, New Haven, Connecticut; International Relations Forum; organized "American Canadian Conference."

St. Patrick High School, Kankakee, Illinois; International Relations Club; studies the history of countries, especially of Latin America.

High School, Mt. Vernon, Illinois; Student Pan American League.

St. Bede College, Peru, Illinois; World Problem Forum; uses films and studies the life of many countries, especially south of us.

Senior High School, Richmond, Indiana; World Affairs Club, Around the World Club; work in social studies department.

North High School, Des Moines, Iowa; The International Discussion Club; discusses international affairs.

High School, Everett, Massachusetts; World Friendship Club; work related to English classes.

Kelloggsville High School, Grand Rapids, Michigan; Pan-American Club.

High School, Rochester, Minnesota; International Relations Club, divided into interest groups: Latin America, United Nations, Post War Peace Plans; debates, round table, movies, talks by natives of China, England, Guatemala.

Roosevelt High School, St. Louis, Missouri; International Correspondence Club; Pan American and Canadian correspondence at present.

High School, Asbury Park, New Jersey; Latin American Club.

High School, Jamesburg, New Jersey; International Relations, Inter-American Friendship, and the United Nations; emphasis on customs of people and mutual problems of the countries.

Central School, Cobleskill, New York; International Relations Club; studies political, economic, and social phases of postwar problems.

High School of Music and Art, New York, New York; International Relations.

Monroe High School, Rochester, New York; International Relations Club (had over twenty years), Pan American Club (two years).

High schools, Cleveland, Ohio; International Relations, Junior World Affairs Councils in suburban schools; work connected with social studies.

High schools, Cleveland, Ohio; Junior Chapters of the Foreign Affairs Council.

North High School, Columbus, Ohio; International Relations Club; speaker once a month, two meetings a month, high scholarship to join club.

Central High School, Tulsa, Oklahoma; International Club; emphasizes Latin America.

High School, Slatington, Pennsylvania; International Friendship Club; comprises students of French, German, and Spanish.

High School, Sheboygan Falls, Wisconsin; International Friendship; studies our southern neighbors.

NEW TYPE LANGUAGE COURSES

The Rockefeller Foundation is supporting a special study of the new type language courses of the Army Specialized Training Units. It is being directed by Dean Henry Grattan Doyle, now on leave from George Washington University, and is a project of the Commission on Trends in Education of the Modern Language Association of America. A committee of six scholars will visit about forty institutions where the courses are being given in order to observe the classes and preserve a record of what has been done for the postwar period. It is not their purpose to evaluate the work at the present time. The committee consists of Professor W. S. Hendrix of Ohio State University; Professor Elton L. Hocking of Northwestern University; Professor Frederick B. Agard and Professor Albert van Eerdeen of Princeton University; Robert J. Clements of Harvard University; and Stephen L. Pitcher of the St. Louis public schools, president of the American Association of Teachers of Spanish. They have all been granted six weeks' leave of absence for the study which, fortunately, they will be able to complete before the Army closes its Specialized Training Units.

It is felt that too much emphasis may have been placed on the speed of learning languages in these courses and not enough on the hard work involved. However, it is most likely that methods of teaching have been evolved which would make the acquisition of a foreign language under ordinary school conditions more rapid, and that suggestions for teacher training may be drawn from the work. The committee is anxious that these values may not be lost.

TEXAS COLLEGES AND INTER-AMERICAN EDUCATION

The first conference of cooperating colleges in inter-American education was held in Austin, Texas, on January 5, 1944.

The project was suggested by three Texas colleges in the border area, but it was felt that other Texas colleges which had expressed an interest in inter-American education should be included. While the conference was naturally interested in the whole question of the improvement of inter-American relations, the colleges were concerned more specifically with the improvement of inter-American education in Texas.

Some of the problems in which the conference was interested were:

"1. To improve the preparation of teachers.

2. To make available more suitable Inter-American materials and teacher aids to teachers in Texas and especially in communities of Spanish speech.

3. To project the program, on a community basis, by forming citizen committees which will cooperate with and advise the colleges in their program; these committees to consist of the two language groups.

4. To develop suitable Inter-American curriculum material on the collegiate level."

These problems are not all-inclusive and each college will be expected to work out its program in the light of its own resources and needs. The general meetings are intended to serve as a clearing-house for ideas.

The group was particularly interested in the question of including Latin American material in existing courses without weakening traditional courses in United States history, for it was generally agreed that such materials should be introduced where possible. Elective courses dealing with Latin American culture, which are already given in some colleges, offer few problems and have generally been found satisfactory.

It was agreed that the most urgent need in Texas is the training of teachers of Spanish, especially for the elementary level, for many teachers have a good reading knowledge of the language but are not able to speak it fluently. Residence in a Spanish-speaking country and studies in a field school, such as that established by Sam Houston State Teachers College at the University of Puebla, were recommended for giving prospective teachers fluency in speaking the language.

Some of the representatives reported that intolerance toward the Spanish-speaking people in their communities exists, and all agreed that the project of the cooperating colleges should have the effect of eliminating much of the intolerance that some have observed.

Among the activities which the colleges present expressed a desire to undertake were field schools, teacher-training workshops, training in the English language for teachers from Mexico, courses dealing with Latin American culture, and social activities for students of Spanish and for Spanish-Americans living in the community. Those present expressed their approval of the plan to hold another conference later for the exchange of ideas and the coordination of the activities to be carried out by the participating institutions.

PAN AMERICAN HEALTH DAY ESSAY CONTEST

In connection with Pan American Health Day (December 2) celebrations in the United States, Dr. Hugh S. Cumming, director of the Pan American Sanitary Bureau, independent, international, public health office of the Americas, announces an essay contest for high-school students, for the purpose of encouraging thought along the lines of the value of health and of international cooperation in health matters. The prizes, offered by the Lily-Tulip Cup Corporation, will consist of $75, $50, and $25 in war bonds.

The theme of the essay is to be "What My Country Has Contributed to International Health Cooperation or Knowledge in the Field of Water, Food and Beverage Sanitation."

Rules

1. The contest is open to students in the eleventh and twelfth grades of high school.

2. Essays are to be addressed to the Pan American Sanitary Bureau, Washington 6, D. C.

3. Essays must be received by the Bureau not later than May 31, 1944.

4. Essays are to contain not more than 2000 words.

5. Essays are to be typewritten, double-spaced, and unsigned but have attached a sealed envelope containing the name, address, and school of the writer and a certificate signed by the school principal testifying that the writer is a bona fide student in the junior or senior year of high school (eleventh or twelfth grade)

6. Essays will be judged principally on content and secondarily on expression.

7. Judges will be a committee selected by the Pan American Sanitary Bureau.

Information and background material may be obtained by writing to:

Pan American Sanitary Bureau, Washington 6, D. C.
U. S. Public Health Service, Bethesda, Maryland.
Lily-Tulip Cup Corporation, 122 East 42d Street; New York 17, New York.

INTER-AMERICAN WORKSHOPS

A number of inter-American workshops, sponsored by the Office of the Coordinator of Inter-American Affairs, were held at different colleges during the summer of 1943. The workshops lasted five or six weeks usually; at least one lasted only five days. The students reacted to their programs with enthusiasm, but the benefits received go far beyond the individuals concerned and are bound to result in an increased understanding of the problems and peoples of the Americas that can be communicated to others who have made little or no study of Latin America.

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Mills College at Oakland, California, conducted three workshops during a six-week period. The English Language Institute undertook to devise a course of instruction for teaching English as a second language, specifically English for Latin Americans. Thirty-two students, twenty of them Latin Americans, attended this workshop. All desired to become teachers of English in Latin America. The topic "Americanization Schools" was stressed so much that a study of the instruction of the local foreign-speaking minorities became an important part of the Institute's program.

The Casa Pan Americana had two workshops which together offered a comprehensive program of Latin American studies. The beginning workshop, in English, was under the direction of Arturo Torres-Rioseco, a distinguished Chilean author and scholar. It offered daily lectures, discussions, and work on individual projects and served as an introduction to the history, economics, and cultures of the American republics, with emphasis on American relations. The advanced workshop, in Spanish, offered more advanced studies including diplomatic relations of the American republics, with particular emphasis on postwar planning and Pan American cooperation for the future. German Arciniegas, distinguished Colombian scholar and editor and former minister of education in Colombia, directed the advanced workshop.

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George Peabody College for Teachers at Nashville, Tennessee, had an Inter-American Life Workshop. Representatives from Argentina, Brazil, Chile, Costa Rica, Paraguay, Peru, and the United States attended. The group was divided by interest into a program for elementary teachers, secondary teachers, and social and religious workers.

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Marquette University at Milwaukee, Wisconsin, had a six-weeks' course in Teacher Training in Inter-American Affairs for about fifty teachers of the seventh thru twelfth grades. A special staff, aided by visiting lecturers, from South America, covered the principles of inter-American policy, South American geography, history, literature, and culture. Visual aids made up a special division.

Claremont College at Claremont, California, had a workshop on American hemispheric solidarity One of its main accomplishments was the preparation of a *Tentative Course of Study for the Teaching of Spanish in the Elementary Grades.*

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The workshop at the University of Denver placed greatest emphasis on contributions and problems of the Spanish-speaking people of the Southwest, and consideration of their Latin American relationships. The five-week program was attended by sixty-four teachers, librarians, social workers, and businessmen. One-fifth were Latin Americans. Each worked out an individual problem or project of value to him and his school or community. Part of each day was devoted to the study of Spanish or Portuguese. A feature was the special emphasis on one phase of the subject given each week: (a) historical, geographical, political, and anthropological backgrounds of the Southwest and Latin America; (b) labor and the Spanish-American minority in the Rocky Mountain area, and economic and commercial relations in the Americas; (c) social aspects of the Spanish-American minority in the Rocky Mountain area; (d) literature, art, and music of Latin America; and (e) education, its opportunities and responsibilities in relation to the Spanish-American minority in the Southwest, and inter-American education and cultural interchange.

Several distinguished guests of the U. S. Department of State, representing Brazil, Uruguay, Bolivia, and Colombia, visited the workshop and lectured to the students.

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The University of Chicago had a special six-week section on inter-American education. A program of orientation to the field of Latin American affairs was provided for the approximately fifty teacher-students.

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A guide for unadjusted Mexican residents, prepared in Spanish by Miss Amalia Aquilar, a Spanish teacher, resulted from the workshop at the University of Kansas City, Missouri. It is to be used by citizenship teachers in local Mexican centers.

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Teachers College of Columbia University in New York conducted three workshops: high-school students, junior high students, and upper elementary students. Special emphasis was placed on the Portuguese language and Brazil.

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The five-day program of the University of South Dakota at Vermillion consisted of general discussions and motion pictures on Latin America. Americo Albala, consulting engineer of Ministry of Economics of Chile, cooperated on this program.

MEXICAN NATIONALS PRODUCE ESSENTIAL FOOD CROPS

The 5000 Mexican nationals who left their homes and families last spring to help with the production of war crops in the Rocky Mountain region have been honored for their good neighborly spirit by the people of the Denver area, who have fostered in this way inter-American relationships.

Under the leadership of Ben M. Cherrington, advisory member of the Joint Committee on Spanish-Anglo War Activities and chairman of the Rocky Mountain Council on Inter-American Affairs, members of the Denver Junior Chamber of Commerce and the Denver Convention and Visitors' Bureau have staged a continuous series of entertainments at the Fort Lupton, Colorado, farm workers' community where the War Food Administration assembled workers from Colorado, Wyoming, Montana, North and South Dakota, Nebraska, and Kansas in preparation for their return home. As each trainload of the workers left Denver, the members have been on hand to pass out matches, cigarettes, colored postcards, and food while the city's Spanish-American residents sang native songs and danced native dances in full costume on the station platform.

"Anyone who is familiar with the fine work these men have done in planting, tilling, and harvesting the crops of the Rocky Mountain area can't fail to feel a keen need to show friendliness and appreciation to the Mexican agricultural workers and their government, the Mexican republic," explains Dr. Cherrington. "And that is the sole reason why interested native Americans and their friends of Mexican and Spanish descent have banded together to provide entertainment honoring their return."

The men worked in sugar beets, beans, peas, potatoes, corn, peaches, and many other crops and served farmers in all the principal agricultural areas of the Rocky Mountain and Great Plains regions. Their work was generally praised by the farmers who employed them.

The workers were selected by the government of Mexico in cooperation with the government of the United States. Imbued with a high patriotic spirit, the workers were moved and handled with the minimum of difficulty, the Office of Labor reports, in spite of the fact that many of the men had to cook their own food after spending long hours in the fields and only a small number of them could speak English.

Quick to adopt American customs and habits, a majority of the workers dropped their native garb of wide-brimmed straw hats, serapes, and sandals in favor of American shoes, overalls, and western hats.

Of the 5000 brought into the area, more than 2000 have made arrangements to remain in the United States for an additional six months and will go to California to work in the citrus orchards. Another 200 are planning to spend the winter in the area as year-around farm hands.

SENIORS OF AUSTIN HIGH VISIT CHIHUAHUA

The senior class of the Austin High School of El Paso, Texas, with their principal, W. W. Wimberly, and several teachers arrived in Chihuahua, Mexico, on October 23, 1943, and remained until the afternoon of October 26. The party numbered about sixty-eight in all.

Three weeks before the trip, Mr. Wimberly contacted the American Consulate at Chihuahua thru the cooperation of Consul Aguirre of Cindad Juarez. George P. Waller, the American Consul at Chihuahua, was able therefore to arrange a satisfactory schedule for the visitors, as well as excellent hotel accommodations.

The young students reflected most advantageously on themselves and their country by their behavior. No report of rudeness or indiscretion on the part of any of the party was received. Professor Barri, municipal librarian of Chihuahua, and Harold and Frances Gregory, American high-school students residing in Chihuahua and attending the Instituto Cientifico y Literario, accompanied the visitors on most of their sight-seeing tours. Evidently little of interest in the city and surrounding country could have been missed. It is a wonder that dancing each evening could have been so much enjoyed after such full days of visiting.

In the consul's judgment, the visit was a tremendous success. He felt the enthusiasm and appreciation of these students would "spread the Gospel of Good understanding between the nations on both sides of our common frontier."

PERU PLANS NATIONWIDE VICTORY GARDENS

President Prado of Peru launched a victory garden program on a national scale with the ceremonial planting of seed in the first garden in Lima. Press, radio, billboards, and motion pictures are being utilized in the campaign.

School children, college boys and girls, factory and office employees, municipal officials, and various organizations, as well as families, are being urged to cultivate victory gardens.

Seed packages and booklets on soil preparation, cultivation, and insect control are being distributed. The program includes instruction of farmers in better methods of agriculture, construction of potato warehouses, assistance in promoting livestock production, and diet education.

Peru is the second South American country to promote victory gardens. Brazil has been active along this line for some time. In both countries the victory garden activities are organized under the inter-American food supply projects of the Office of the Coodinator of Inter-American Affairs.

BUY MORE WAR BONDS

NEWS FROM AMERICA SOUTH

FROM CHILE

The publication of a decree of the president and minister of education of Chile to the effect that, since the government exercises authority over all education in Chile and must see that the education given in private schools is not contrary to democratic principles nor to the interests of the Chilean state, "No private school shall place in use auxiliary texts which have not had prior approval of the corresponding office of education," has been greeted both by protests objecting to it as "dictatorial" and commendation hailing it as necessary to avoid antidemocratic instruction.

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A novel school construction program has been carried on in Chile with a present record of one new school building each week and a twofold return on their money for investors. The citizens invest directly in the schools as they might in any other enterprise; it pays them a double dividend in cash and in a sound educational system for their children thru the operation of the federal *Sociedad Constructora de Establecimentos Educacionales.*

Since the creation of the *Sociedad* on January 14, 1937, almost 100 schools have been completed, from Iquique in the north to Puerto Montt in the south. Almost sixty more buildings are under construction. More than 120,000 students can be accommodated in the new structures.

The buildings are attractive, efficient, and earthquake-proof, of brick, concrete, or wood. Wooden buildings predominate in rural areas. Complete medical and dental facilities are features of every one of these schools.

Three-fifths of the capital stock is underwritten by the Chilean government; the remainder is offered for sale to the general public at the equivalent of $50 a share. A minimum dividend of 8 percent is guaranteed by law on the investment, one of the safest in the country. There are added advantages in that the dividend is exempted from gross income taxes and from the class 2 income tax of 14 percent, and the government accepts shares of the *Sociedad* in payment of inheritance and gift taxes with a premium added to the value of each share presented in payment of these taxes. Shares may be bought by a 50 percent down payment with the balance payable over a period of two years.

The *Sociedad* undertakes to build schools, subject to a survey made by the department of primary education showing a need for them, at the request of individuals, municipalities, industrial enterprises, and organizations which have bought shares covering one-half of the cost of construction.

FROM PERU

A large number of people including representatives from the United States, attended the closing ceremony of the Academy of Art of the Catholic University of Lima. The rector of the University, R. P. Dintilhac, presided and the principal speech was made by Professor Adolfo Winternitz, director of the Academy. Prizes were awarded.

The ceremony was marked by an exhibition of the work of the school and the opening of a facsimile exposition of graphic art showing the work of Albrecht Durer and Rembrandt. The reproductions were lent thru the courtesy of S. Hertz, a refugee.

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When fire swept thru Peru's National Library on May 10, 1943, and destroyed thousands of irreplaceable works on the colonial history of Spanish America, the loss seemed conclusive.

Americans from Washington to Buenos Aires would not accept such a catastrophe without doing what they could to remedy the situation. In a gesture of cultural unity, they began immediately to

(Continued on page 10)

restore what was one of America's great cultural shrines. Donations of rare books and funds for the reconstruction of the building and purchase of books began to appear. Brazil, Chile, Mexico, and Guatemala promptly offered to replace, as far as possible, the collections dealing with their respective histories and cultures. Argentina and the United States have proved most generous in contributions of rare books and manuscripts.

The new building will be planned to house about 1,000,000 volumes and will cost more than 6,000,000 *soles*, equivalent to approximately $950,000.

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Two Peruvian journalists, Juan Bromley and Aremio Pacheco, plan to publish an all-American anthology entitled, *America es una sola (America Is One)*, in which outstanding writers from all parts of the Western Hemisphere would collaborate.

FROM HONDURAS

Newspapers in Honduras are cooperating with the government in its nationwide fight to further universal education.

El Cronista publishes a different letter of the alphabet, printed in large, bold type, in each issue.

El Universo issues a special supplement for teaching adults to read and write. The four-page, full-size chart contains ten simple lessons with selected vocabularies. Step-by-step instructions for forming syllables and words, pictures illustrating commonly used objects, and a script to be used by volunteer instructors are included.

Certain cautions for the instructor to observe warn:

"Do not teach more than one student at a time. Sit beside the pupil. Do not speak much. Do not ask him anything he cannot answer, and he will be spared shame. The student must always be happy and content to study. Try to be lavish with praise of the student, so that he will always be confident and happy, and learn to read and write in a short time. Try to keep the lesson to less than twenty minutes."

FROM BRAZIL

Trade unions, industry, and government are working shoulder to shoulder in Brazil to meet her wartime need for skilled workers. Skilled workers for now and the expected postwar industrial expansion are being trained in the system of industrial schools directed by the *Servicio Nacional de Aprendizagem Industrial*, the SENAI, or National Industrial Apprenticeship Service.

Altho the project is supervised by the government, actual operation of the plan is the responsibility of the National Industrial Confederation, and the SENAI is financed with funds derived only from industry. Each industrial establishment deducts two *cruzeiros*, about ten cents, from each worker's pay to subsidize the *Servicio*, while plants with more than 500 employees deduct an amount equal to 20 percent of the deductions for scholarship and industrial research.

Apprenticesnips are compulsory in Brazil; each plant is required to enrol and instruct trainees equivalent to 5 percent of its total personnel. To protect the plant owner, apprentices are required to show steady improvement at their trades or forfeit their training privileges.

Apprenticeships for systematic theoretical and practical training in industrial technics are open to boys between the ages of fourteen and eighteen. If they display the necessary skill and ability, underage workers who are eligible for apprenticeships can undertake other prescribed courses not classified as apprenticeships.

Medical services, occupational guidance facilities, and other services aimed at improving their well-being are available to trainees.

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Brazil has converted a partially-built sanitorium, capable of housing more than 400 men, into a recreation center for United States Navy personnel at Recife. The center includes baseball diamonds, tennis courts, game rooms, a theater, library, and half-mile running track for the use of North American seamen at liberty from antisubmarine patrols in the South Atlantic.

FROM MEXICO

Mexico's most impressive monument is dedicated to an obscure Indian peasant who emerged as one of the nation's outstanding heroes in the struggle for freedom from Spain. The 492-foot statue near Guanajuato is that of Pipila, son of the Aztecs, and commemorates his bravery and self-sacrifice.

Pipila was one of anonymous millions of humble tillers of the soil of Mexico when Napoleon's invasion of Spain and the resultant overthrow of Carlos IV in 1810 fanned the spark of rebellion in the American colonies into open flame. In that September Miguel Hidalgo, parish priest of Dolores and father of Mexican independence, raised the *Grito de Delores*, "Long live Our Lady of Guadalupe and down with the Spaniards!" which was to become the rallying cry of Mexican patriots in the fight to overthrow Spanish domination.

That stirring cry echoed thruout the land, and thousands of Indians dropped their primitive plows and spades for machete and musket. They rallied around the priest of Dolores, and on the morning of September 16, 1810, Father Hidalgo led his band of ill-clad, ill-equipped, and untrained patriots on Guanajuato, stronghold of Spanish power in the central part of the country.

At dawn on September 28 they found themselves before the gates of the city, key to the freedom of the unborn Mexican republic. The Spaniards withdrew to the historic Alhondiga de Granaditas, a massive structure used as a fortress. Within this practically impregnable building were concentrated all the gunpowder, munitions, and provisions for the Spanish garrisons of the region. To capture the Alhondiga was to strike a decisive blow at Spanish rule in the heart of Mexico.

For four days the patriots laid siege to the fortress without results. Then the priest decided on drastic measures. He asked for a volunteer to risk almost certain death by running the murderous gauntlet of enemy fire from the fortress and set a torch to the building.

First to volunteer was Pipila. Adobe bricks were tied to his back for a crude armor. Carrying a container of lamp oil, an unlit torch, and flint and steel, he painfully wriggled his way toward the massive wooden doors of the citadel. The enemy's heaviest fire concentrated on that single approaching patriot could not stop him.

By some miracle Pipila escaped death and reached his goal. Drenching the doors with oil, he ignited his torch with a spark from his flint and steel, and applied it to the wood. Then, bleeding from his wounds, he crawled back to his companions as the citadel went up in flames.

The stunned Spaniards abandoned the Alhondiga and surrendered to the patriots, giving up their muskets, powder, and bullets. Forays by the patriots recovered additional supplies before the building was completely consumed.

With Guanajuato captured, the Spanish power in central Mexico was broken by this obscure Indian's heroism. Is it any wonder Mexico decided on so impressive a reminder of Pipila's will to freedom?

FROM PUERTO RICO

Puerto Rico shares with New Mexico the distinction of being the only American areas where English and Spanish enjoy equal status as official languages and contribute in a particularly fitting way to the exchange of ideas thruout the Americas.

The *Inter-American News Letter*, published by the department of education at San Juan for distribution to teachers of English in all the American republics, serves as a clearinghouse for the opinions and professional experiences of educators everywhere in the Western Hemisphere. The Newsletter of four mimeographed pages is issued monthly and made up from correspondence received from English instructors in the United States and Latin America.

Those who receive the newsletter pay nothing for the service except a monthly air mail letter to the editor, John H. Hughes, supervisor of English in the Puerto Rican Department of Education. In their letters the teachers describe their professional methods and problems in teaching English as a foreign language, discuss programs and other procedures which they have found of value, and supply information on books, magazines, newspapers, and other materials which they have found useful.

FROM COSTA RICA

The Inter-American Institute of Agricultural Sciences at Turrialba, Costa Rica, dedicated to the improvement of agriculture in all the Americas, may have its first group of students enrolled before the end of 1944. Buildings to house the students and faculty are being constructed on a 2500-acre plot.

"The Institute is selecting a permanent faculty of outstanding agricultural scientists and a student body composed of carefully chosen graduate students from the American republics," said a statement by the Pan American Union, the governing board of which sponsors the new project. The student body will eventually number sixty but will start out as a group of about twenty-five. The five main divisions of instruction will cover agricultural engineering, animal husbandry, entomology, plant industry, and soils.

The six countries already cooperating in the long-range financing and permanent operations of the Institute are the United States, Costa Rica, Cuba, Ecuador, Nicaragua, and Panama.

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When Costa Rica beat the United States to a declaration of war by eighteen hours on December 7, 1941, she became the first American nation to throw down the gauntlet to the Axis following the Japanese stab at Pearl Harbor.

The new Costa Rican labor code was enacted on August 26, 1943 to resolve conflicting claims of owners, workers, and consumers with the goal of putting the nation's industrial relations on a permanently harmonious basis. It specifies the rights and duties of all parties concerned and provides for enforcement in separate labor courts.

Economic democracy is the step by which the right of everyone to work, to own, to improve his lot, and to find security is recognized and upheld. The aim of the code is freedom in a productive economy with no tyrants. Powers of ownership and collective bargaining are held in check, just as their respective rights are guaranteed.

The law's 614 articles cover the underlying principles of industrial relations: contracts and labor agreements; hours of work, days of rest, and wages; protection of workers while at work; labor organizations and their administration; public servants and government agencies; pertinent responsibilities and penalties; strikes; and many other labor questions. This code is tied in with Costa Rica's social security laws and similar legislation.

One particular provision of interest in the code is that workers may be discharged for slovenly work, absenteeism, personal attack, damage to property, or impairing the morale of a shop.

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World Series baseballs used in a play-off game at New York's Yankee Stadium have been donated by American League champions to the National Baseball Association at San Jose. In accordance with an old custom, the balls are collected and distributed to associations to stimulate interest in the game.

Costa Rican players are grateful to their North American friends for this opportunity to use two dozen of the same balls that have known the glove and bat of great American players, but the Costa Ricans need no artificial stimulants to maintain their enthusiasm for baseball.

FROM CUBA

Cuban school children have sent millions of cigars and cigarettes, more than 100,000 pounds of hard candies, 160,000 chocolate bars, and 10,000 phonograph records as gifts to United States servicemen on the battlefronts. The Havana Rotary Club sponsored the drive and Jose Ramon Cuervo, its president, reported that the school children went without lunch to contribute to the fund, while factory workers worked one day at reduced pay, donating the difference to the campaign. Even the sugar cane workers contributed a portion of their modest earnings.

Dr. Cuervo said, "We all hope that these tokens of our admiration and friendship for our fighting friends to the north may have made life on the battlefront a little happier for the soldiers who are fighting our common battle for freedom."

NEWS FOR THE BOOKSHELF

PAN AMERICAN DAY
April 14, 1944

Materials which can be sent to teachers or group leaders planning to observe Pan American Day are listed in the February 1944 issue of the *Bulletin of the Pan American Union*, and the Bulletin itself contains short stories, poems, and articles about the American republics which would be helpful.

Other materials and suggestions for the observance of Pan American Day can be obtained by writing to the Division of Inter-American Educational Relations, U. S. Office of Education, 26th and Water Streets, N. W., Washington, D. C.

Both the Pan American Union, Washington, D. C., and the Division of Inter-American Educational Relations, U. S. Office of Education, Washington, D. C., are glad to have original material used for the observance of Pan American Day sent to them so that they may have more material for distribution.

LOAN PACKETS ON INTER-AMERICAN FRIENDSHIP

The publications included in these packets have been selected by the U. S. Office of Education with a view to acquainting teachers and others interested in inter-American studies with the many valuable and timely materials which can be purchased at small cost for their own or for school libraries. The materials have been contributed by school systems, federal agencies, educational organizations, United Nations information offices, and publishers. The loan period is two weeks and not more than two packets may be ordered at one time. In the order numbers, "ES" refers to elementary-secondary level, "G" from the elementary grades thru college, and "H" of special interest to college and adult groups.

INSTRUCTIONAL MATERIALS IX-ES-1
INSTRUCTIONAL MATERIALS IX-ES-2
Units and courses of study, bibliographies, source lists, maps, questionnaires, syllabuses, and similar materials of value to elementary and high-school teachers who are planning units and programs of study in the inter-American field.

GENERAL READING MATERIALS IX-ES-3
GENERAL READING MATERIALS IX-ES-4
Descriptive booklets, magazines, pictures, and maps of interest to grade and high-school teachers and students.

THE STUDY OF SPANISH: BEGINNING CLASSES IX-G-1
Periodicals, bibliographies, courses of study, maps, flags, games, and stories of use at the various grade levels for beginners in Spanish.

THE STUDY OF SPANISH: INTERMEDIATE CLASSES .IX-G-2
Guides to literature, reading materials, bibliographies, and teaching aids, for the use of teachers whose students have progressed beyond the elementary stages in their study of Spanish.

PLAYS, PAGEANTS, AND PROGRAMS IX-G-3
Suggestions for programs and carnivals, plays, pageants, dances, general source lists, and lists of available films, recordings, and sheet music.

MUSIC OF THE OTHER AMERICAS IX-G-4
Typical songs; national anthems; source lists of recordings, sheet music, and song books; discussions of the characteristic musical forms found in the various areas.

ART OF THE OTHER AMERICAS IX-G-5
Reproductions of contemporary masterpieces, descriptive booklets on the ancient Indian arts, lists of available traveling exhibits, general source lists, and discussions of typical art forms.

ART AND SCULPTURE OF THE WESTERN HEMISPHERE.IX-G-6
Descriptive booklets containing discussions of the work of the leading artists of the Western Hemisphere, with reproductions of their work.

THE DEVELOPMENT OF PAN AMERICANISM IX-G-7
The growth of the inter-American cooperative system is presented in the form of historical accounts, conference reports, and surveys of the current activities of government agencies. Books suitable for grade and high-school children are included.

THE AMERICAS AND THE WAR IX-G-8
Books and magazine articles describing the part which the various nations are playing in the common task of winning the war. Social conditions, political problems, and economic resources are considered.

PAN AMERICAN STUDENT CLUBS IX-G-9
Publications of use to club sponsors, including source lists, reports of the activities of various clubs, constitutions and bylaws, and program suggestions and materials.

CURRENT PROBLEMS IX-H-1
CURRENT PROBLEMS IX-H-2
The problems of the other American nations as they relate to agriculture, finance, foreign trade, education, labor, and the general welfare are presented in booklets and magazine articles.

(PLEASE ORDER PUBLICATIONS IN EACH CASE FROM THE AGENCY INDICATED)

RESOURCES IN LATIN AMERICAN HISTORY

The New York Historical Society is holding a special exhibition, "Some Resources in Latin-American History, 1500-1900," at Central Park West, 76th-77th Streets, New York City. Since its founding in 1804, the New York Historical Society has been accumulating books, pamphlets, manuscripts, and maps relating to the history of the West Indies, Latin America, and the Spanish settlements in the West and Southwest of the United States. The exhibit is open every day, except Monday, from 1:00-5:00 p.m. and will be on view until April 30, 1944, to acquaint students with the resources available in the Society's library.

MAKE FRIENDS WITH MEXICO is an attractive, well-illustrated booklet published by American Airlines, Inc. The front cover is a colored map indicating main air routes, highways, and industries. The map inside the front cover shows the major topography of Mexico in a realistic manner. Short articles on the peoples, climate, farming, minerals, industries, and special points of interest, as well as odd bits of information to make travel in Mexico easier for the visitor, are included. May be obtained from American Airlines, Inc., New York City. Free; 24 pages.

YOUNG MEN OF THE AMERICAS is a manual covering the inter-American program of the United States Junior Chamber of Commerce and is sent to its 800 local Chambers thruout the country. A practicable approach to the problem of building real understanding and cooperation between the people of the United States and the other American republics is presented. Program materials are discussed; and the Inter-American Centers which have the cooperation of the Office of the Coordinator of Inter-American Affairs are listed. Issued by the United States Junior Chamber of Commerce to its affiliated organizations.

CAMEO - the magazine in simple English for Latin Americans - is a quarterly with the avowed dual purpose: to make reading in English interesting and to encourage understanding among the American republics. The articles are starred to indicate level of English attainment required for their reading and a few of particular interest are presented in two or three different ways so that more readers may enjoy them. Short articles, stories, and poems, idioms, famous quotations, a quiz, a biography, motion picture reviews, Pan American notes, and many other features make for a well-rounded magazine of its sixteen pages. Published by Lorraine at Mullins, S. C. Subscriptions for the United States and countries of the Pan American Union are $1 for twelve issues; all other countries are $1.50. Single copies are 10 cents for the Americas and 25 cents elsewhere.

CONTEMPORARY ART IN LATIN AMERICA, a set of thirty-five photographs, shows the work of thirty Latin American artists. These are 6 x 9 inches and particularly suitable for school use. The collection was primarily intended to give an idea of each Latin American country's search for individual expression against native backgrounds and with native types. Available from the Pan American Union, Washington 6, D. C., Price 25 cents.

THIRTY LATIN AMERICAN ARTISTS is a mimeographed pamphlet containing biographical information on each of the artists represented in *Contemporary Art in Latin America.* Issued by the Division of Intellectual Cooperation, Pan American Union, Washington 6, D. C. Price 10 cents; 15 pages.

PROPOSED PROGRAM ON INTER-AMERICAN ACTIVITIES, by the American Legion, is a manual aimed at the breaking down of every difference of whatever nature that may now or hereafter threaten the solidarity of the Western Hemisphere. It is an honest effort to help remove all cause of misunderstanding, so that all the Americas shall speak and act as one in the cause of liberty and justice. The eighteen pages of pertinent suggestions should help in encouraging an active community interest in inter-American affairs. Published and distributed by the National Americanism Commission, National Headquarters, The American Legion, Indianapolis, Ind. Free.

A PROPOS DE SHADA is a monthly newspaper published in Port-au-Prince, Haiti. The wide variety of news, both national and personal, is in both English and French, which has made the paper helpful in teaching French-speaking Haitian students English. It might be used to equal advantage with English-speaking students studying French. Published by Société Haitiano-Américaine de Developpement Agricole, Port-au-Prince, Haiti. The Washington representative of Shada may be reached at 214 Denrike Building, Washington, D. C. Available at nominal cost to interested groups.

NEW ORLEANS PORT RECORD is a monthly magazine dealing almost exclusively with commerce and transportation by water. A brief "seccion inter americana" in Spanish is an unusual monthly feature. Published by the Board of Commissioners of the Port of New Orleans, an agency of the state of Louisiana, at No. 2 Canal Street, New Orleans, La. Free.

PAN AMERICANISM THROUGH PUBLIC LIBRARIES, by Olga M. Peterson, A. L. A. Public Relations Assistant, is a reprint from the *A. L. A. Bulletin,* November 1943. It summarizes the activities of public libraries which promote inter-American understanding, based on reports from a sampling of libraries in various regions of the United States. The section on club programs might prove of particular interest to study groups. Published by the American Library Association, 520 North Michigan Avenue, Chicago, Ill. Free.

WOMEN IN BRAZIL TODAY, by Mary M. Cannon, inter-American representative of the Women's Bureau, U. S. Department of Labor, deals largely with women in war service. Government service and professional opportunities, as well as industrial progress and community interests, are stressed. Published by the Women's Bureau of the U. S. Department of Labor, Washington 25, D. C. Free; 12 pages.

MEXICO Next Door Neighbor is another of the illustrated booklets on the Americas published by the Coordinator of Inter-American Affairs, Commerce Building, Washington 25, D. C. It gives a bird's-eye view of Mexico, past and present, the Mayan pyramid at Chichen Itzá, a modern apartment house in Mexico City, her resources, industries, health, and education.

ORIENTACION VOCACIONAL, available also in Portuguese, was published in response to the demand by Latin American educators for materials on vocational guidance. It is one of the booklets designed to carry our educational thought to Latin American educators. It was prepared by the National Vocational Guidance Association and translated at the Pan American Union. Available from Department of Intellectual Cooperation, Pan American Union, Washington 6, D. C. Price 10 cents.

HIGHER EDUCATION IN LATIN AMERICA

The Division of Intellectual Cooperation of the Pan American Union is issuing a series of ten volumes under the general title, HIGHER EDUCATION IN LATIN AMERICA. The first of these volumes has appeared and is devoted to the universities of Argentina, their history, organization, requirements for admission, curriculum, and special research facilities.

The remaining volumes will deal in order with the universities of Brazil; Chile; Colombia; Mexico; Peru and Bolivia; Uruguay and Paraguay; Ecuador and Venezuela; Cuba, Haiti and the Dominican Republic in volume 9; and Central America, including Panama, for the last volume.

The publication of the whole series will facilitate academic exchange between the American republics. University officials of the United States can obtain accurate information on the educational background of prospective Latin American students and can help advise Americans planning to study in any of the other American republics.

By means of reports to subscribers, any innovations that alter the information in the volumes substantially will be made known. The series may be obtained from the Pan American Union, Washington 6, D. C., for $4; separate volumes are 50 cents.

SPECIAL BOOK REVIEWS

These reviews by Maud F. Jackson and Muriel A. Kittel are an attempt to state an unbiased opinion of the value of the books to teachers.

GET TOGETHER AMERICANS, by Rachel Davis-DuBois, is a statement of the philosophy of this pioneer in intercultural education and relations. Specifically it is a project handbook for group leaders interested in the social relations of all Americans, whatever their racial, national, or religious background. The author believes that all racial cultures have a contribution to make in building a richer common American culture. American culture is still in the making, an evolving product of the diversity of its constituents.

As the author says in her preface: "People do not act according to what they know but according to how they feel about what they know. The Neighborhood-Home Festival is one means of changing feelings of antagonism and suspicion into feelings of appreciation and friendliness among members of the various racial, cultural, and religious groups found in the average American community."

The plan of the book deals with the means of bringing together at least representatives of the various peoples that make up any given community. This may be a town, neighborhood, church, or school. The objective is to increase understanding and allay antagonisms by having as a focal point seasonal celebrations, religious or otherwise, and have some contribution from each of the peoples represented. The likenesses and differences of these celebrations, as well as their beauty, tend to blend the feelings of the diverse elements of the group into homogeneity. When even a few of the group achieve real understanding, they will not keep their discoveries to themselves but will tend to try to spread their own feelings to other members of their own small group. Thus relations thruout any type of community can be improved.

National or sectional songs, folk dances, typical foods, religious observances, national customs, and what might be termed national thought, personal memories, and family stories of a different way of life in other homelands can all contribute to the joy of any festival, whether simple and spontaneous or elaborately planned and costumed.

The story told of Swift Eagle, an American Indian, is typical:

> "Sometimes Swift Eagle dressed like any other man in New York City and was lost in its swarming millions...at other times he put on a vivid shirt, left off his coat, wore a wide

(Continued on page 16)

beaded belt, and went for a walk in the park. When someone asked him why, he answered:

"'Because once in a while I want people to ask me what I am, and then I have a chance to tell them.'

"'And what do you tell the boys when they gather about you on the park bench?'

"'I tell them to respect their parents and their grandparents, because through them they can reach back and find something to help guide their future steps. I tell them to respect the people they meet who may look different, for underneath they are all one people. I tell them to respect the ground on which they walk because it is from the ground that all our food comes. And then I tell them to respect the Great Spirit, for it is in the Great Spirit that we are all one - ancestors who gave us birth, the earth, plants and animals that give us food, the sun and wind, the rain - all one.'

"Swift Eagle came to one of the Festivals. It was in early June during the time of *Shovuos* (the Jewish First Fruits) and the Christian Whitsuntide. He told of his memories of the corn dance and of the prayer for rain. Then he led us in a Buffalo Dance - Indian, Negro, Oriental, Occidental, Jew, Catholic, Quaker, Presbyterian, old and young."

That is what the author is trying to say: The world and all it holds are one. It is needed only that the people of the earth learn to understand - and to understand other peoples, we must know their way of life and be their friends.

An understanding foreword by Louis Adamic is included. A list of festival dates, their names, and countries, also a grouping of typical songs and their national origin add to the value of GET TOGETHER AMERICANS which is published by Harper and Brothers, 49 East 33d Street, New York City. Price $1.75.

M.F.J.

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THE WIND THAT SWEPT MEXICO is an unusual book in more ways than one. The text, which makes up the first part of the book, is by Anita Brenner. The second part of the book is composed of 184 historical photographs assembled by George Leighton and arranged chronologically as a supplement to the text.

The complex and thrilling history of the Mexican Revolution over the years 1910-1942 is compressed successfully within 100 pages without sacrifice as to quality of narration or interpretation of events. The whole reason for revolt, its progress, the chaos of destruction in its path, and the rebuilding of a new pattern upon the ashes of the old are all set forth clearly.

The part the United States played in these turbulent years brings the happenings close to home. Not to be overlooked is the author's interpretation of Mexico's sphere of influence within the Americas and her pointing out that as the United States deals with Mexico, the other Americas see the picture of their own future relations with their northern neighbor.

Published by Harper and Brothers, 49 East 33d Street, New York City 16. Price $3.75; 302 pages.

M.F.J.

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German Arciniegas, one of Colombia's leading educators and diplomats, in his interesting book, GERMANS IN THE CONQUEST OF AMERICA tells us how nearly the empire discovered by Columbus for Castile became German instead of Spanish. The two great banking houses of Sixteenth Century Germany the Fuggers and the Welsers - gained financial domination in Spain and made Charles V emperor of Germany with their money. In return they demanded and obtained extensive privileges to exploit the New World. Inspired by Magellan's voyage, the Fuggers dreamed of an empire that would include the southern half of the continent up to Peru. At the last moment they drew back, partly thru fear of risking investment in the unknown, partly thru confidence that their financial control in Spain would net them the profits of the New World without its dangers. There remained the Welsers who, less ambitious in scope, accepted control of Venezuela, and sent out governors and explorers to increase and exploit the territory and to find gold. It is with the adventures (or misadventures) of these German agents that the book mainly deals.

To Señor Arciniegas it seems a strange irony that many Spaniards went to America only for adventure and found gold, while the Germans went for gold and found only adventure. He suggests reasons for their failure in their policy of exploitation rather than colonization, of exterminating and enslaving the Indians rather than trading with them, and of antagonizing the Spaniards rather than cooperating with them. "But the fact remains that if the Fuggers...had taken control of the situation, and if the Welsers had been less prudent, it is extremely doubtful that the world which Columbus put beneath the banner of Castile would have remained under it."

In exploring this little-known chapter of South America's story Señor Arciniegas raises one of the larger "ifs" of history. The "if" becomes of tropical interest when related to the attempts of Nazi Germany to infiltrate into South America somewhat after the manner of their predecessors.

Published by Macmillan Company, 60 Fifth Avenue, New York City. The price is $2.50.

M.A.K.